

BETHEL-HANBERRY ELEMENTARY

125 Boney Road
Blythewood, SC 29016

GRADES PK-5 Elementary School

ENROLLMENT 633 Students

PRINCIPAL Felix Figueroa 803-691-6880

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
26	26	2	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

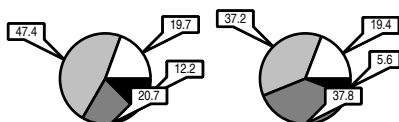
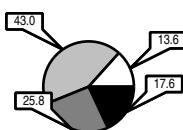
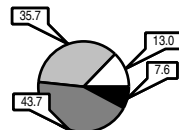
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	325	99.7	19.1	37.3	38.0	5.6	53.1	Yes	Yes
Gender									
Male	174	99.4	20.7	41.5	32.9	4.9	46.3		
Female	151	100.0	17.3	32.4	43.9	6.5	61.2		
Racial/Ethnic Group									
White	210	100.0	14.6	34.2	44.2	7.0	61.3	Yes	Yes
African-American	109	99.1	26.0	45.0	26.0	3.0	38.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	291	99.7	13.0	39.3	41.5	6.3	58.5		
Disabled	34	100.0	69.7	21.2	9.1	0.0	9.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	325	99.7	19.1	37.3	38.0	5.6	53.1		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	322	99.7	18.7	37.3	38.3	5.7	53.7		
Socio-Economic Status									
Subsidized meals	114	100.0	32.7	46.2	19.2	1.9	27.9	Yes	Yes
Full-pay meals	210	99.5	12.1	32.7	47.7	7.5	66.3		

Mathematics - State Performance Objective = 15.5%									
All Students	325	100.0	19.7	47.4	20.7	12.2	50.3	Yes	Yes
Gender									
Male	174	100.0	18.8	46.1	21.2	13.9	51.5		
Female	151	100.0	20.9	48.9	20.1	10.1	48.9		
Racial/Ethnic Group									
White	210	100.0	14.6	44.7	24.6	16.1	57.8	Yes	Yes
African-American	109	100.0	28.7	53.5	12.9	5.0	35.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	291	100.0	13.3	50.9	22.1	13.7	54.6		
Disabled	34	100.0	72.7	18.2	9.1	0.0	15.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	325	100.0	19.7	47.4	20.7	12.2	50.3		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	322	100.0	19.6	47.2	20.9	12.3	50.5		
Socio-Economic Status									
Subsidized meals	114	100.0	35.6	50.0	11.5	2.9	34.6	Yes	Yes
Full-pay meals	210	100.0	11.5	46.0	25.5	17.0	58.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	144	100.0	16.7	34.1	44.9	4.3	49.3
	Grade 4	174	100.0	16.7	38.1	41.1	4.2	45.2
	Grade 5	136	100.0	19.4	38.1	40.3	2.2	42.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	99.1	16.8	26.2	45.8	11.2	57.0
	Grade 4	96	100.0	19.8	44.8	32.3	3.1	35.4
	Grade 5	121	100.0	19.0	43.0	35.5	2.5	38.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	144	100.0	12.3	50.0	23.9	13.8	37.7
	Grade 4	174	100.0	9.5	40.5	25.0	25.0	50.0
	Grade 5	136	100.0	12.7	44.0	26.9	16.4	43.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	108	100.0	19.4	54.6	21.3	4.6	25.9
	Grade 4	96	100.0	25.0	42.7	16.7	15.6	32.3
	Grade 5	121	100.0	17.4	43.8	24.0	14.9	38.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 633)				
First graders who attended full-day kindergarten	100.0%	N/C	97.5%	100.0%
Retention rate	1.2%	Up from 0.7%	1.9%	2.7%
Attendance rate	95.8%	Up from 95.7%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%		3.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.6%	3.5%
Eligible for gifted and talented	30.0%	Down from 35.3%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Up from 4.4%	7.1%	8.2%
Older than usual for grade	0.2%	N/A	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	65.1%	Up from 51.8%	54.2%	51.4%
Continuing contract teachers	86.0%	Down from 92.9%	88.3%	87.5%
Highly qualified teachers**	92.3%	N/A	96.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	80.7%	Down from 88.8%	87.8%	86.7%
Teacher attendance rate	95.4%	Up from 95.3%	95.3%	94.9%
Average teacher salary	\$40,707	Down 1.7%	\$42,210	\$40,760
Prof. development days/teacher	10.9 days	Up from 7.4 days	10.8 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	N/R	20.6 to 1	18.9 to 1
Prime instructional time	90.7%	Up from 90.3%	90.8%	90.0%
Dollars spent per pupil*	\$5,395	Down 6.1%	\$5,493	\$6,044
Percent of expenditures for teacher salaries*	70.2%	Up from 68.3%	67.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	95.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bethel-Hanberry Elementary continues to be a special place for children. Our teachers and students have maintained academic achievement as their priority during a productive school year. We have focused on the state standards in our instruction while creating a learning environment which allows our children to grow academically and enjoy attending school. Our SIC, PTO and Educational Foundation have continued to provide support to our school through their initiatives which provide funds and many hours of volunteering to assist teachers.

This year our school had 3 teachers achieve National Board Certification which increased our total to 10 and we additionally had several teachers seeking advanced education degrees. Many of our teachers were participants in district-level staff development which translated into enhanced instructional skills to meet the varying needs of children.

Our performance on district-level assessments continues to provide our school with information that prepares our children for annual state assessment. We anticipate that our children's performance on PACT will be reflective of all the effort and focus committed to daily instruction by all the professionals in our building.

Bethel-Hanberry will always be a place where our community and parents will be welcomed. We hope that all our school activities present opportunities for everyone to become a part of what we do for children. Our children continue to amaze us and we will continue our commitment to establishing a school where success is a reality for all children.

Dr. Felix Figueroa, Principal
Melissa Purvis, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	112	80
Percent satisfied with learning environment	100.0%	83.5%	92.3%
Percent satisfied with social and physical environment	100.0%	84.5%	92.3%
Percent satisfied with home-school relations	100.0%	89.1%	84.0%

*Only students at the highest elementary school grade level at this school and their parents were included.